

**THE EFFECT OF READING FOR MEANING STRATEGY  
TOWARD READING COMPREHENSION OF THE  
SECONDYEAR STUDENTS AT STATE  
SENIOR HIGH SCHOOL 1 SALO  
KAMPAR REGENCY**



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PEKANBARU  
1433 H/2012 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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## ABSTRAK

**Dona Rahmawati (2012). Pengaruh Strategi Reading for Meaning terhadap Pemahaman Bacaan Siswa Tahun Kedua di Sekolah Menengah Atas Negeri 1 Salo Kabupaten Kampar**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa factor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari teks bacaan dan memiliki kesulitan dalam menganalisis text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di Sekolah Menengah Atas Negeri 1 Salo Kabupaten Kampar. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Atas Negeri 1 Salo, dan objek dari penelitian adalah pengaruh *Reading for Meaning Strategy* terhadap pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 161 siswa. Dikarenakan jumlah populasinya sangat besar, penulis menggunakan *Simple sampling* dengan mengambil dua kelas sebagai sampel; XI IPS 1 yang terdiri dari 32 siswa sebagai kelompok experiment, dan XI IPS 2 yang terdiri dari 32 siswa sebagai kelompok control. Jadi, jumlah sampel dari dua kelas tersebut adalah 64 siswa. Untuk data analisisnya, penulis menggunakan independent sample t-test dengan menggunakan software SPSS 16.

Setelah data di analisis, penulis menemukan pengaruh yang signifikan dari Reading for Meaning Strategy terhadap pemahaman bacaan siswa tahun kedua Sekolah Menengah Atas Negeri 1 Salo Kabupaten Kampar, dimana  $F_{hitung}$  adalah 18.351 lebih besar dari  $F_{0.05}$  adalah 4.00. Maka, null hypothesis ( $H_o$ ) ditolak, dan alternative hypothesis ( $H_a$ ) diterima.

Berdasarkan data analisis, penulis telah menyimpulkan bahwa ada pengaruh yang signifikan dari teknik *Reading for Meaning* terhadap pemahaman bacaan siswa tahun kedua di Sekolah Menengah Atas Negeri 1 Salo Kabupaten Kampar.

## **LIST OF CONTENTS**

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>LIST OF CONTENT.....</b>	<b>ix</b>
<b>LIST OF TABLES.....</b>	<b>xii</b>
<b>LIST OF APPENDIXES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
B. The Definition of the Term.....	3
C. The Problems.....	5
1. The Identification of the Problem.....	5
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem.....	6
D. The objectives and the Significance of the Research.....	7
1. The Objectives of the Research.....	7
2. The Significance of the Research.....	7
<b>CHAPTER II REVIEW OF THE RELATED THEORIES.....</b>	<b>8</b>
A. Theoretical Framework.....	8
1. The Nature of Reading.....	8
2. The Nature of Reading Comprehension.....	9



3. The Factors that Influence Reading Comprehension.....	12
4. Teaching Reading.....	13
5. The Nature of Reading for Meaning Strategy.....	16
6. The Advantages of Reading for Meaning Strategy.....	22
7. Reading for Meaning Strategy toward Students' reading Comprehension.....	22
8. Teaching Reading in Control Class.....	24
9. Narrative Text.....	24
B. Relevant Research.....	27
C. Operational Concept.....	28
D. Assumption and Hypotheses.....	30
<b>CHAPTER III THE RESEARCH METHOD.....</b>	<b>31</b>
A. The Research Design.....	31
B. The Time and the Location of the Research.....	32
C. The Subject and the Object of the Research.....	32
D. The Population and the Sample of the Research.....	33
E. The Technique of Collecting Data.....	34
F. The Validity and Reliability of the Test.....	35
G. The Technique of Data Analysis.....	43

## **CHAPTER IV THE DATA PRESENTATION AND THE**

<b>DATA ANALYSIS.....</b>	<b>42</b>
A. Description of Research Procedure.....	43
B. The Data Presentation.....	44
1. The Data Presentation of Reading Comprehension.....	46
C. The Data Analysis.....	59
1. The Data Analysis of Reading Comprehension.....	56
2. Data Analysis of the Effect of Reading for Meaning Strategy toward reading comprehension.....	53

## **CHAPTER V CONCLUSION AND SUGESTION..... 60**

A. Research Conclusion.....	60
B. Suggestion.....	61

## **BIBLIOGRAPHY**

## **APPENDIX**

## LIST OF TABLES

1. The Internal and External factors of Reading Comprehension.....	12
2. Reading for Meaning Organizer with Sample Student Evidence...	21
3. The Population of the Research.....	34
4. The Classification of Students' Score.....	35
5. Table of Item Difficulties.....	36
6. The Frequency Distribution of Reading Comprehension.....	46
7. Students' Reading Comprehension Score.....	58
8. Table of Deacriptive Statistics.....	59
9. Table of Correlation.....	60
10. Table of Variable Entered/Removed <sup>b</sup> .....	61
11. Table of Model Summary.....	61
12. Table of Anova <sup>b</sup> .....	62

## **LIST OF APPENDIX**

<b>APPENDIX 1</b>	:	The Score of Pre-test and Post-test
<b>APPENDIX 2</b>	:	Instruments
<b>APPENDIX 3</b>	:	The Score of Try Out
<b>APPENDIX 4</b>	:	Reading for Meaning Organizer
<b>APPENDIX 5</b>	:	Syllabus
<b>APPENDIX 6</b>	:	Lesson Plan
<b>APPENDIX 7</b>	:	<i>r</i> table

## CHAPTER I

### INTRODUCTION

#### A. Background

Reading is one of the skills that the students should master it in learning English. According to the cognitive-constructivist view of reading emphasis that reading is a process in which the reader effectively searcher for meaning in what they reads<sup>1</sup>. Basically, the purposes of reading process are acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from the reading materials. Reading is not easy to do because in reading process the reader not only read the word, sentence, paragraphs, and text but also should comprehend what the contents of reading materials.

It is supported by Neil Anderson that explains, “The goal of reading is comprehension”<sup>2</sup>. Kalayo and Fauzan also stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose<sup>3</sup>. So, the last process of reading is reader’s comprehension about the reading material itself.

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<sup>1</sup> Micheal F. Graves, et al. 2001. *Teaching Reading in 21<sup>st</sup> Century*. 2<sup>nd</sup> Ed. Gould Street: Allyn and Bacon. p.2

<sup>2</sup> Nunan, David. 2003. *Practical English Language Teaching*, Sydney: McGraw Hill. p. 68

<sup>3</sup> Kalayo hasibuan and M. Fausan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. p.113-115

Reading comprehension is the process by which person understand the meaning of written language. Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Successfully comprehension involves the reader's discovering meaning needed to achieve the particular purpose.

According to School Based Curriculum (KTSP), reading is one of the skills which is provided in learning process. Based on the syllabus of state Senior High School 1 Salo Kampar Regency, as the basic stated for second grade is that "students would be able to identify the meaning of the texts".<sup>4</sup> At this School, the time duration of English subject was 2 x 45 minutes.

Based on the writer's observation on 28<sup>th</sup> February 2011 in state Senior High School 1 Salo Kampar Regency, reading was taught by using conventional technique. The students were given a text and they answered the question. To improve students' reading comprehension, the English teacher provided some new vocabulary before she gave the text to the students. In fact, some of the students cannot comprehend the reading materials and their reading comprehensions are still far from curriculum expectation. It seems from the following phenomena:

1. Some of the students have difficulties getting ideas from the reading text.
2. Some of the students have difficulties analyzing the reading text
3. Some of the students have difficulties answering the questions from the reading text.

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<sup>4</sup> Ermianti, S.Pd. *Silabus Bahasa Inggris SMA 1 Salo 2010-2011*. (Unpublished)

4. Some of the students do not reach the standard competency score yet especially in reading subject.

From the phenomena above, improving students' reading comprehension needs an appropriate strategy for helping them as solution of their problems. Reading for meaning is an appropriate strategy in order to help students comprehend the reading materials, it is explained by Harvey F Silver, "Reading for meaning is a reading strategy that uses simple statements to help students find and evaluate evidence and build a thoughtful interpretation"<sup>5</sup>. In reading for meaning strategy, the teacher provided some statements and ask the student choose "agree" or "disagree" about the statements. And then, the students give some reason based on text why they choose "agree" or "disagree" about the statement. This is the main part of reading for meaning strategy in order to help students' comprehension.

Therefore, the writer is interested in carrying out the research entitled: The Effect of Reading for Meaning Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 1 Salo Kampar Regency.

## **B. The Definition of the Term**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Reading for Meaning Strategy

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<sup>5</sup> Silver Harvey F, Richard W. Strong, and Matthew J. Parini. 2007. *The Strategies Teacher*, Virginia : Association for Supervision and Curriculum Development. p. 69

A reading strategy using simple statements to help students find and evaluate evidence and build a thoughtful interpretation<sup>6</sup>. Here, the teacher provided some statements that related to the text and ask the students choose “Agree” or “Disagree” about the text. After that, the teacher gives the text to the students and asks them to find evident from the text. It the mind part of reading for meaning strategy to build the student reading comprehension, because the students active find evident that support or refute of the statement.

## 2. Reading Comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>7</sup>.

## 3. Effect

Change caused by somebody / something; result<sup>8</sup>. In this case, the effect is important to measure how much students’ reading comprehension changed.

## 4. Strategy

Specific method of approaching a problem or task, mode of operation for achieving a particular end, planned designs through controlling and manipulating certain information<sup>9</sup>.

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<sup>6</sup> Silver Harvey F, Richard W. Strong, and Matthew J. Parini, *loc. cit*

<sup>7</sup> Tankersley, Karen. 2005. *Literacy Strategies for Grades 4-12*: Reinforcing the Threads of Reading. USA: Association for Supervision and Curriculum Development. p.108

<sup>8</sup> Oxford Dictionary. 2009. *Learner’s Pocket Dictionary: Fourth Edition*. USA: Oxford University Press. p.138

<sup>9</sup> H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*. San Francisco State University: Longman. p.113



## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem mentioned above and supported by the phenomena, it is clear that there are many students who encounter problems in English especially in reading. Thus, the problems in this research are identified as follows:

- a. Why do the students have difficulties getting ideas from the reading text?
- b. Why do the students have difficulties analyzing the reading text?
- c. Why do the students have difficulties the question from the reading text?
- d. Why are the students unreached the standard competency score yet?

### **2. The Limitation of the Problem**

.Based on the Identification of the problem above, thus, the problem of the research are limited on:

- a. Students' reading comprehension at State Senior High School 1 Salo Kampar Regency by using Reading for Meaning Strategy.
- b. Students' reading comprehension at State Senior High School 1 Salo Kampar Regency by using convesional strategy.
- c. The effect of using Reading for Meaning Strategy toward students reading comprehension of the second year students at State Senior High School 1 Salo Kampar Regency.

### **3. The Formulation of the Problem**

The problems of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension in narrative text which are taught by using Reading for Meaning strategy at state senior high school 1 Salo Kampar Regency?
- b. How is the students' reading comprehension in narrative text which are taught by using conventional strategy at state senior high school 1 Salo Kampar Regency?
- c. Is there any significant effect of students' reading comprehension between those who are taught by using Reading for Meaning Strategy and those who are not taught by using Reading for Meaning strategy of the second year students at state senior high school 1 Salo Kampar Regency?

### **D. The Objectives and the Significance of the Research**

#### **1. The Objective**

- a. To find out the students' reading comprehension in narrative text which are taught by using Reading for Meaning Strategy.
- b. To find out the students' reading comprehension in narrative text which are not taught by using Reading for Meaning Strategy.
- c. To find out the significant effect of students' reading comprehension between those who were taught by using Reading for Meaning strategy and those who do not.

## **2. The Significant of the Research**

The research activity is significantly carried out for the following need.

They are:

- a. To give some information to the teacher and the school about the effect of reading for meaning strategy toward students' reading comprehension.
- b. To help the students to improve reading comprehension by using reading for meaning strategy.
- c. To fulfill one of the requirements to finish the writer's study in English Education Department of State Islamic University SUSKA Riau.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is not only a process in which the reader reads the words, sentence or the text but also wants to get something from reading materials. Mentioned by Neil Anderson, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>1</sup>. Furthermore, Richard Anderson and the Commission on Reading define reading as the process of constricting meaning from written texts<sup>2</sup>. It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

Skilled reading is<sup>3</sup> :

**Constructive:** learning to reason about written material using knowledge from everyday life and from disciplined fields of study;

**Fluent:** mastery of basic process to the point where they are automatic, so that attention is free for the analysis of meaning;

**Strategic:** controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;

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<sup>10</sup>. Nunan, David. 2003. *Practical English Language Teaching*. Sydney: Mc Graw Hill. p.68

<sup>11</sup>.Richard Anderson, *Reading Definitions*. Retrieved on Mei 16<sup>th</sup> 2011. <http://Irs.ed.uiuc.edu/students/jblanton/read/readingdeft.htm>

<sup>12</sup>.*Ibid.*,

**Motivated:** able to sustain attention and learning that written material can be interesting and informative; and

**A lifelong pursuit:** continuous practices, development, and refinement.

By reading, people will obtain the ideas that they want and will be able to use in accordance with why they need.

## 2. The Nature of Reading Comprehension

Reading is an activity with a purpose. It is supported by Kalayo Hasibuan who explained the purpose of reading that also determines the appropriate approach to reading comprehension<sup>4</sup>. Then, according to Judith Westphal Irwin said that comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context)<sup>5</sup>.

Moreover, Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>6</sup>. Therefore, it can be concluded that reading comprehension is a complex process by which a reader tries to reconstruct a meaning in graphic language by a writer. Furthermore, Judith Westphal Irwin also points out that there are five comprehension processes<sup>7</sup>:

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<sup>13</sup>. Kalayo hasibuan and M. Fausan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. p.113

<sup>14</sup>. Judith Westphal Irwin. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall. p.7

<sup>15</sup>. Tankersley, Karen. 1952. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. USA: Association for Supervision and Curriculum Department. p.142

<sup>16</sup>. Irwin, Judith westphal. 1986. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall. p.2-6

a. Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual sentences can be called microprocessing. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases. And the second major skill required for microprocessing is the ability to select what idea units to remember.

b. Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and/or between sentences must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for

macroprocessing. The first is the ability to select the general ideas and to summarize the passage. And the second major microprocessing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

#### d. Elaborative Processes

We often make inferences not necessarily intended by the author and not required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

#### e. Metacognitive Processes

Metacognition may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called metacognitive processing.

### **3. The Factors that Influence Reading Comprehension**

Dorn and Soffos says that reading is a complex process that involve a network of cognitive actions, it works together to construct the meaning<sup>8</sup>. In addition, Dorn and Soffos also says that there are some factors that influence

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<sup>17</sup> Linda J Dorn and Carla Soffos. 2005. *Teaching for Deep Comprehension*. USA: Stenhouse Publishers. p.6

reading comprehension. They mentions that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies<sup>9</sup>.

Anthonin Manzo, Ula Manzo, states that there are two factors that influence reading comprehension. The external factors come from the outside reader's head and the internal factors come from the inside reader's head<sup>10</sup>.

The internal and external factors of reading comprehension can be seen bellow:

External	Internal
Size of print	Linguistic competence
Text Format	Word meaning
Clanty of writing	Prior knowledge about the topic
Distraction	Goal/ purpose of reading
Interest of material	Interest in the topic

Based on Kahayanto in Mubarak factors that influence reading comprehension come from external and internal. External factors are including reading material and teacher of reading. Internal factors are including motivation and interest<sup>11</sup>. So, the writer concludes that there are some factors that influence reading comprehension; they are prior knowledge, materials, motivation, and the purpose of reading.

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<sup>18</sup> *Ibid.*,

<sup>19</sup> Anthony V. Manzo, Ula Casale Manzo. 1990. *Content Area Reading: A Heuristic Approach*. Melbourne: Merrill Publishing Company. p.23

<sup>20</sup> Mubarak. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan At-Taqwa Pekanbaru". Pekanbaru: Islamic University of Sultan Syarif Kasim Riau. p. 14-16



#### 4. Teaching Reading

Reading practice becomes essential parts of language teaching at every level<sup>12</sup>. The success of a teacher can be decided by way of the presenting the material whether the language is acceptable and easy to understand by the students or not. According to Nunan there are eight principles for teaching reading. They are<sup>13</sup>:

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.
- c. Teaching for comprehension.
- d. Working on increasing reading rate.
- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skills.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as a reading teacher.

In addition, Harmer also explained six principles behind the teaching of reading. They are<sup>14</sup>:

##### 1) Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the pictures of the words are painting, understand the arguments, and work out if we agree with them.

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<sup>21</sup> Kalayo Hasibuan, *Op.cit.*,p.113

<sup>22</sup> David Nunan, *Op.Cit.*,p.74-77

<sup>23</sup> Jeremy Harmer. 1998. *How to Teach English: An Introduction to the Practice Language Teaching*. England: Longeman. p.70-71

2) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3) Student should be encouraged to respond to the content of a reading text, not just to the language

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

4) Prediction is a major factor in reading

The moment we get this hint – the book cover, the headline, the word – processed page - our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teacher should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for studying and later activation.

In conclusion, teaching reading with using the suitable teaching strategy can help the students overcome their problem in order to comprehend the reading texts. Also in teaching reading, the writer teaches the students to deal with students' text books and their prior knowledge added by supplement materials that are still correlated with syllabus by applying reading for meaning strategy.

### **5. The Nature of Reading for Meaning Strategy**

The aim of teaching reading is to make students become an effective and efficient reader. In order to achieve it, the teacher needs to use a strategy to help the students understand about what they read. According to Kalayo Hasibuan, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose<sup>15</sup>. In this case the writer suggests a good strategy to make the student understand about the text. The name of this strategy is Reading for Meaning Strategy.

Silver states that Reading for meaning strategy is a reading strategy that uses simple statements to help students find and evaluate evidence and build a

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<sup>24</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op.Cit.*,p.115

thoughtful interpretation<sup>16</sup>. It is adapted from Harold Herber's Reading and Reasoning Guide that places much greater emphasis on developing students' inferential skills than Herber's original work. Reading for meaning has also been updated in light of a large body of recent research into how proficient readers approach and process texts<sup>17</sup>.

This strategy answers the crucial question "How can we help all our students become better readers?" in two distinct ways<sup>18</sup>:

- a. *This strategy engages students in the process known as "strategic reading"*. Research shows that a strategic approach to reading involves three phases of mental activity. Pre-reading, during-reading activity, and post-reading activity. Young, Righeimer, and Montbriand (2002) explain that effective readers outperform ineffective readers because they use specific strategies during all three phases. For example, effective readers activate prior knowledge and clarify purpose before reading, monitor comprehension and pay attention to context clues during reading, and reflect and summarize after reading. Reading for Meaning helps students become more strategic readers by adopting this three-phase structure as follows:

- 1) Pre-reading

During pre-reading, student examine a set of statements about the reading before they read it, thereby helping them form an intuitive sense of the text's content and structure. The teacher may also ask

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<sup>25</sup> Harvey F Silver, Richard W Strong, and Matthew J Perini. *Op.cit.*,p.69

<sup>26</sup> *Ibid.*,p.86

<sup>27</sup> *Ibid.*,p.86-87

students whether they agree or disagree with each statement. This serves to activate students' prior knowledge, which they use to make predictions about the text.

2) Active-reading

During the active-reading phase, students' reading is filled with a sense of purpose. Because they must find and collect evidence that will support or refute their pre-reading predictions, they naturally slow down to search the text deeply for key information.

3) Post-reading

During the post-reading phase, students reflect on their initial predictions and determine how specific evidence in the text has either confirmed or led them to revise their initial ideas about the content of the reading.

b. *This strategy helps readers overcome common reading difficulties.*

Reading for meaning statements are extraordinarily flexible tools for building students' reading skill. With a little practice, you can design different types of statements to address a host of critical reading issues and help students overcome common reading challenges. Ten types of Reading for Meaning statements, along with development tips and examples, follow.

## Ten Types of Reading for Meaning Statements

### 1) Vocabulary comprehension

To focus students' attention specific vocabulary words, incorporate synonyms or near-synonyms for critical word into your statement. For example, if you want to figure out what the word *marveled*.

### 2) Forming main ideas

To help students discover the main idea of a reading, develop statements that force them to think about the overall meaning of the entire piece. For example, "The author's main point is that film noir is a style, not a technique".

### 3) Building inference

To help students discover deeper or even hidden meanings, challenge them to read between the lines with statement such as this, "We can tell that Pooh and Piglet have been friends for a long time".

### 4) Making a case

To help students build a case, craft your statements, so that they force students to take a position. For example, "Insects are more helpful than harmful".

### 5) Creating mental images

To help students visualize what they read, develop statements that draw their attention to image-laden portions of the text. For example, "The author's language helps me imagine what the inside of an aerospace laboratory looks like".

6) Making connections between the text and other content areas

Incorporate concepts and content from other content areas into your statements help students make interdisciplinary connections. For example, “Teaching is more of an art than a science”.

7) Exploring metaphors and symbols

Help students develop fresh and insightful perspectives on content with statements such as this, “A colony is a lot like a child”.

8) Appreciating style and technique

To help students see how authors achieve intended effects, focus their attention on *how* the text is written. For example, “The author of the editorial fails to anticipate possible counterarguments”.

9) Empathizing

To help students identify with other people’s (or author’s) positions, feelings, and situations, create statements like this, “The author wants us to feel sorry for the mouse”.

10) Developing a personal perspective

To help students draw on their feelings and experiences as resources for understanding text, write statements that invite them personally into the content. For example, “My life would be very different if Thomas Edison had not been an inventor”

Reading for Meaning Organizer Strategy with Sample Student Evidence<sup>19</sup>

Proof For	Statement	Proof Against
	<p>1. Lincoln believes the soldiers have died in vain.</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p> <p>2. Lincoln is convinced great nations survive challenges.</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p> <p>3. Lincoln sees a clear relationship between the past and present.</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p>	<p>“gave their lives that this nation might live”</p> <p>“The brave men, living and dead, who struggled here, have consecrated it...”</p>

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<sup>28</sup> *Op.Cit.*,p.85



## **6. The Advantages of Reading for Meaning Strategy**

According to Silver, the advantages of Reading for Meaning Strategy as follow<sup>20</sup>:

- a. Reading for Meaning Strategy can build Students' comprehension, reasoning, and problem solving skills.
- b. One of the powerful aspect of the Reading for Meaning Strategy is that you can use it in any subject area and at any grade level.
- c. Reading for Meaning Strategy is teaching and learning strategy.
- d. Reading for Meaning Strategy is easy to implemented in teaching process because it only use simple statements.

## **7. Reading for Meaning Strategy toward Students' reading Comprehension**

Silver states that in reading for meaning, students are provided simple statements that help them preview and predict before reading, actively search for relevant evidence during reading and reflect on and synthesize what they have learned after reading<sup>21</sup>. It means that using reading for meaning strategy can help students' comprehension the text, because the simple statements which gives to the student can make them preview what they know, look for relevant evidence

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<sup>20</sup> Silver, Harvey F, Susan C. Morris, Victor Klein. 2010. *Reading for Meaning: How to Build Students' Comprehension, Reasoning and Problem-Solving Skills*. Alexandria: Association for Supervision and Curriculum Development. p.5

<sup>30</sup> Harvey F. Silver, Richard W. Strong, and Matthew J. Parini, *Op.Cit.*, p.83

during reading and reflect what they have learned after reading. Silver also explains about the steps of Reading for Meaning Strategy, they are:<sup>22</sup>

- a. Providing students with ( or help students create) a Reading for Meaning organizer, listing four to eight statements keyed to major ideas in a reading. You can ask students to perform the following tasks.
  1. Previewing the statements and anticipating what the text might be about
  2. Deciding whether they agree or disagree with each statement.
  3. Determining the degree to which they agree or disagree with each statement.
  4. Reading two opposing statements and choosing the statement that they agree with the most.
- b. Instructing students to read the text, look for evidence that corresponds to each statement, and record it on their organizer, in either the “Evidence For” or “Evidence Against” column.
- c. After reading, ask students to meet with other students to discuss their evidence and to try to reach agreement on whether the text supports or refutes each statement.
- d. Leading a discussion in which you survey students’ positions on each statement and discuss the role of textual evidence in defending positions.

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<sup>31</sup> *Ibid.*,p.89

- e. To extend the learning, challenge students to use their new knowledge to create a summary, develop an interpretation, or complete a synthesis task.

## **8. Teaching Reading in Control Class**

Control class in one of the classes in Quasi Experimental research used to look at the different result from the Experimental class in applying a technique, strategy, and method of a research. This class was treated served by using the conventional strategy, of course different rather than practice, optimizing emotional preparedness for learning.<sup>23</sup> The materials and the purpose of the learning were the same. The result obtained in both Experimental class and Control class were a consideration for writer to look at the successful of unsuccessful technique.

There are four steps of using conventional strategy in Reading:

- a. The teacher asks students to read passage on the text.
- b. The teacher asks students to find out the meaning of difficult words.
- c. The teacher asks students to answer the questions based on the text.
- d. The teacher collects the students' assignment

## **9. Narrative Text**

Langan mentions that narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear

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<sup>23</sup> Richard. 2007. *Approach and Methods in Language Teaching a Description and Analysis*. London: Cambridge University Press. p. 98

by relating in detail something that has happened to us<sup>24</sup>. The narrative is the oldest structured form of human communication. The ability to process the standard elements of a narrative seems to be genetically hardwired into the human system. Parents teach language to very young children by telling them story. Moreover, people spend their lives of their last telling stories: informing the traffic officer about what happened in the accident, explaining to the boss what happened in the client coherence, letting the spouse know about the huge argument at work, explaining to the children the events that happened when they were too young to remember<sup>25</sup>.

Clouse states that there are six purposes of narration they are as follows:<sup>26</sup>

- a. To entertain. It is about account of your first meeting with your first meeting with your father-in-law, when you mistook him for an annoying insurance salesman.
- b. To express feelings. It is about an account of what happened when your best friend betrayed you.
- c. To relate experience. For example, an account of the time you got lost I the wood for two days.
- d. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.

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<sup>33</sup> John Langan,. 2001.*College Writing Skills with Readings*. New York: McGraw Hill. p.195

<sup>34</sup> Donald Pharr, *Writing Today: Context and Options for the Real World*, New York: McGraw Hill, 2005, p.147

<sup>35</sup> Barbara Fic Clouse, *The Student Writer*, New York: McGraw Hill, 1996, p.171

- e. To inform (to teach a lesson). For example, an account of the time you got in trouble for cheating.
- f. A persuade (to convince the reader that community service should be required in high school). For example, an account of the community serve you to perform as a high school senior.

Savage pointed out the narrative organization are:<sup>27</sup>

a. Introduction

- 1) The hook gets the reader's attention
- 2) The middle sentences introduce an event (the action of the story) by providing background information about the people, the place, and the time.
- 3) The thesis statement prepares the reader for the action that follows.

b. Body Paragraphs

- 1) The body paragraphs describe what happened in the story.
- 2) They include details that bring the story to life.
- 3) They often use time order to explain the event.

c. Conclusion

- 1) A conclusion describes the outcome of the event.
- 2) It often ends with a comment by the writer about what the event showed or taught.

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<sup>36</sup> Alice Savage, Patricia Mayer, *Effective Academic Writing 2*, New York: Oxford University Press, 2006,p.58

## B. Relevant Research

According to Syafi'i states the relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself<sup>28</sup>.

### 1. A research from Agvemi Zulhadi Alga

On 2009, Agvemi Zulhadi Alga conducted the research entitled "The effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the first year students of SMAN 1 Cerenti. He found that the result indicated that there was significant effect of Directed Reading Thinking Activity (DRTA) strategy toward students' reading comprehension as the first year students of SMU 1 Cirenti. Because in T-Table at the 5% grade of the significance that refer to 2.01. While in the level of significant 1% is 2.68. so it can be analyzed that  $t_o$  is higher than T-Table in either at 5% or 1%. Alga suggest to the teacher to use this strategy to improve students' reading ability<sup>29</sup>.

### 2. A research from Rima Kumala Sari

On 2011, Rima Kumala Sari conducted the research entitled "The effect of Story Mapping Strategy toward Reading Comprehension at the Second year students of MAN 1 Pekanbaru. She found that the result indicated that there was significant effect of Story Mapping Strategy toward students' reading comprehension as the Second year students of MAN 1 Pekanbaru. Because in T-Table at the 5% grade of the significance that refer to 2.00. While in the level of

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<sup>37</sup> M. Syafii. 2007. *From Paragraph to Research Report: A writing of English for Academic Purposes*. Pekanbaru:LBSI,. p.122

<sup>38</sup> Agvemi Zulhadi Alga 2009. "The Effect of Directed Reading Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti" Pekanbaru:State Islamic University of Sultan Syarif Kasim Riau

significant 1% is 2.65. so it can be analyzed that  $t_o$  is higher than T-Table in either at 5% or 1%. Sari suggest to the teacher to use this strategy to improve students' reading comprehension.<sup>30</sup>

### **C. Operational Concept**

Operational concept is a concept as guidance used to avoid misunderstanding. Syafii mentioned that all related theoretical frameworks can be operated in the operational concept<sup>31</sup>. Then, it is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are Independent variable or X variable in which in this research is the Effect of Reading for Meaning Strategy. And the other is dependent variable or Y variable of this research is the students' reading comprehension in narrative text. Therefore, the operational concept can be seen in the following indicators.

1. The indicators of the Reading for Meaning Strategy are as follows:
  - a. The teacher asks and helps students to create a Reading for Meaning organizer, listing four to eight statement to major ideas in a reading.
  - b. The teacher gives instruction to the students in order to read the text, look for evidence that corresponds to each statement, and record it on their organizer, in either the "Evidence for" or "Evidence Against" column.

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<sup>39</sup> Rima Kumala Sari. 2011. " The effect of Story Mapping Strategy toward Reading Comprehension of the second year students of MAN 1 Pekanbaru." Pekanbaru:State Islamic University of Sultan Syarif Kasim Riau.

<sup>40</sup> M. Syafii, *Op.Cit.,p.122*

- c. The teacher asks students to meet with other students to discuss their evidence and to try to reach agreement on whether the text supports or refutes each statement.
  - d. The teacher leads a discussion which surveys students' positions on each statement and discusses the role of textual evidence in defending position.
  - e. The teacher asks students to create a summary.
2. The procedures of conventional strategy are as follows:
- a. The teacher asks the students to read the passage on the text
  - b. The teacher asks the students to find out the meaning of difficult words
  - c. The teacher asks the students to answer the questions based on the text
  - d. The teacher collects the students' reading assignment.
3. The indicators of the Reading comprehension are as follow:<sup>32</sup>
- a. Students are able to identify main idea
  - b. Students are able to find out specific information of reading text.
  - c. Students are able to locate the meaning of vocabulary in context.
  - d. Students are able to make inference from the reading text
  - e. Students are able to find out factual information.

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<sup>41</sup> Barret. 1986. *The Barret Taxonomy of Cognitive and Effective Dimension of Reading Comprehension*. From (<http://joebyrna.net/curriculum/barret.pdf>)



## **D. Assumption and Hypotheses**

### **1. Assumption**

In this research, the writer assumes that:

- a. Students' comprehension in reading narrative text is various.
- b. The better Reading for Meaning strategy applied in teaching or learning narrative text, The better students' comprehension on reading narrative text will be.

### **2. Hypotheses**

- a. The Null Hypothesis ( $H_o$ )

There is no significant effect of Reading for Meaning Strategy toward students' reading comprehension in narrative text of the second year students at State Senior High School 1 Salo Kampar Regency.

- b. The Alternative Hypothesis ( $H_a$ )

There is significant effect of Reading for Meaning Strategy toward students' reading comprehension in narrative text of the second year students at State Senior High School 1 Salo Kampar Regency.

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

This research is experimental research, precisely quasi experimental research. John W. Creswell explains Experiment is testing an idea (practice) to determine whether it influences an outcome or dependent variable<sup>1</sup>. Ary, et. Al., stated that the quasi experimental design are used where true experiment design is not feasible<sup>2</sup>. In same tone is also stated by Tuckman, the quasi experiment research is the research design that mostly used in education, language research and the other research since the subject of research are human<sup>3</sup>. And also Quasi experimental itself means that we do not change system at the school.

This research consisted two variables, they were: Independent variable (variable X) refers to the effect of Reading for Meaning strategy and Dependent variable (variable Y) refers to Reading comprehension. In conducting this research, the writer used two classes. The first class was used as experimental class which is taught by using Reading for meaning Strategy. And the second class was used as control class which is taught without using Reading for Meaning Strategy. This research focused on Nonequivalent Control Group Design, both of groups took a pretest and posttest, and only experimental group

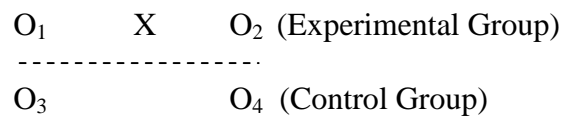
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<sup>42</sup> Jhon.W.Cresswell. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Reseach*. New Jersey: Pearson Education. p. 299

<sup>43</sup> Ary Donald et. Al. 2007. *Introduction to Research in Education: Third Edition*. New York: Hold, Rinehat and Winson. p.282

<sup>44</sup> Bruce W Tuckman, 1999. *Educational Research Fifth Edition*. USA: Harcourt Brace College Publisher. p. 141

took the treatment. The treatment for this research was 8 times. The nonequivalent control group design can be shown below<sup>4</sup>.



O<sub>1</sub> and O<sub>3</sub> = Pre-test

O<sub>2</sub> and O<sub>4</sub> = Post-test

X = Treatment by using Reading for Meaning Strategy

#### **B. The Time and the Location of the Research**

This research was conducted at the second year students of State Senior High School 1 Salo Kampar Regency, in 2011/2012 of academic year. This research was conducted on October-November 2011.

#### **C. The Subject and the Object of the Research**

The subject of this research was the second year students of State Senior High School 1 Salo Kampar Regency. The object of the research was the effect of Reading for Meaning strategy toward reading comprehension in narrative text.

#### **D. The Population and the Sample of the Research**

The population of this research was the second year students of State Senior High School 1 Salo Kampar Regency in 2011-2012 academic years. It had 7 classes which consisted of 2 classes for science department and 3 classes for social department. The number of the second year students of State Senior High School 1 Salo Kampar Regency was 161 students.

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<sup>45</sup> *Ibid*

The population above was large enough to be taken as sample of the research. Cresswell states that the amount subject is then less 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population<sup>5</sup>. Based on the limitation of the research, the writer took only two classes of social department after doing simple sampling; XI IPS 1 as an experimental class and XI IPS 2 as a control class. Those were as the sample of the research by number 64 students; 32 students for experimental class and also 32 students for control class.

**Table III.1**

The Total Population of the Second Year  
Students of State Senior High School 1 Salo Kampar Regency  
2011-2012

No	Class	Male	Female	Total
1	XI IPA1	16	17	33
2	XI IPA 2	13	21	34
3	XI IPS 1	15	17	32
4	XI IPS 2	13	19	32
5	XI IPS 3	14	16	30

### **E. The Technique of Collecting Data**

In order to get some data needed to support this research, the writer applied the techniques as follows:.

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<sup>46</sup> Jhon.W.Cresswell. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative*. New Jersey: Pearson Education. p.354

## Test

The test was distributed to measure the students' reading comprehension. The writer used pre test and post test to experimental class and control class in order to know the effect of Reading for Meaning strategy toward students' reading comprehension in narrative text of the second year students at State Senior High School 1 Salo Kampar Regency. The type of the test was multiple choice test. A multiple choice item requires the student to select a correct answer out of a number of options<sup>6</sup>.

Then, the writer took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below.

**TABLE III.2**  
**The Classification of Students' Score<sup>7</sup>**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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<sup>47</sup> Elana Shohamy. 1985. *A Pratical Handbook in Language Testing for the Second Language Teacher*. Israel: Tel-Aviv University. p.38

<sup>48</sup> Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p. 245

## F. The validity and Reliability of the Test

### 1. Validity

Before the tests were given to the sample, both of the tests had been tried out to 30 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty is determined as the proposition of correct responses. The formula for item of difficulty is as follows:<sup>8</sup>

$$P = \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is **< 0.30 and > 0.70**.<sup>9</sup> It means that the item test is accepted if the level of difficulty is between 0.30 - 0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. see in appendix 5

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<sup>49</sup>*Ibid.*p. 209

<sup>50</sup> *Ibid.*p.210

**Table III.3****The Student are able to Identify Main Idea**

Variable	Identifying Main Idea				N
Item no.	4	8	15	20	30
Correct	16	16	12	12	
P	0.53	0.53	0.40	0.40	
Q	0.46	0.46	0.60	0.60	

Based on the table VI.1, the item numbers of question for identifying main idea are number 4, 8, 15, and 20. It shows that the proportion of correct answer for main idea of test item is number 4 that shows the proportion correct answer 0.53, item number 8 shows the proportion of correct answer 0.53, item number 15 shows the proportion of correct answer 0.40, and item number 20 that shows the correct answer is 0.40. The total correct answer of main idea test is 0.46. Then, based on standard level of difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for identifying main idea are accepted.

**Table III.4****The Students are able to find out the specific information**

Variable	Finding the specific information				N
Item no.	2	7	11	16	30
Correct	13	13	15	16	
P	0.43	0.43	0.50	0.53	
Q	0.56	0.56	0.50	0.46	

Based on the table VI.2, the item numbers of question for Finding the specific information are number 2, 7, 11, and 16. It shows that the proportion of correct answer for Finding the specific information of test item is number 2 that shows the proportion correct answer 0.43, item number 7 shows the proportion of correct answer 0.43, item number 11 shows the proportion of correct answer 0.50, and item number 16 that shows the correct answer is 0.53. The total correct answer of finding the specific information is 0.46. Then, based on standard level of difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for finding the specific information are accepted.

**Table III.5**

**The Students are able to locate the Meaning of Vocabulary**

Variable	Locating the Meaning of Vocabulary				N
Item no.	3	9	14	19	30
Correct	12	18	12	18	
P	0.40	0.60	0.40	0.60	
Q	0.60	0.40	0.60	0.40	

Based on the table VI.3, the item numbers of question for Locating the Meaning of Vocabulary are number 3, 9, 14, and 19. It shows that the proportion of correct answer for Locating the Meaning of Vocabulary of test item is number 3 that shows the proportion correct answer 0.40, item number 9 shows the proportion of correct answer 0.60, item number 14 shows the proportion of correct answer 0.40, and item number 19 that shows the correct



answer is 0.60. The total correct answer of locating the Meaning of Vocabulary test is 0.50. Then, based on standard level of difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for Locating the Meaning of Vocabulary are accepted.

**Table III.6**

**Students are able to Make Inference from the Reading Text**

Variable	Making inference				N
Item no.	5	10	12	18	30
Correct	17	16	12	13	
P	0.56	0.53	0.40	0.43	
Q	0.43	0.46	0.60	0.56	

Based on the table VI.4, the item numbers of question for making inference are number 5, 10, 12, and 18. It shows that the proportion of correct answer for Identifying Reference of test item is number 5 that shows the proportion correct answer 0.56, item number 10 shows the proportion of correct answer 0.53, item number 12 shows the proportion of correct answer 0.40, and item number 18 that shows the correct answer is 0.43. The total correct answer of Identifying Reference test is 0.48. Then, based on standard level of difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for making inference are accepted.

**Table III.7**

**The Students are able to Find out Factual Information**

Variable	Finding Factual Information				N
Item no.	1	6	13	17	30
Correct	16	14	13	17	
P	0.53	0.46	0.43	0.56	
Q	0.46	0.53	0.56	0.62	

Based on the table VI.5, the item numbers of question for Finding Factual Information are number 1, 6, 13, and 17. It shows that the proportion of correct answer for Finding Factual Information of test item is number 1 that shows the proportion correct answer 0.53, item number 6 shows the proportion of correct answer 0.46, item number 13 shows the proportion of correct answer 0.43, and item number 17 that shows the correct answer is 0.56. The total correct answer of Finding Factual Information test is 0.49. Then, based on standard level of difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for Finding Factual Information are accepted.

## **2. Reliability**

Reliability is a necessary characteristic of good test. Shohamy says that Reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.<sup>10</sup> It is clear that

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<sup>50</sup> Elana Shohamy, *Practice Handbook in Language Testing for Second Language Teacher*. Tel-Aviv University.1985.p.70

reliability is used to measure the quality of the test scores, and a test is consistent.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor deciding reliability.

There are some formulas used in finding the reliability of instrument, they are including Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, K-R 20 formula, and K-R 21 formula.<sup>11</sup> From all of these formula, the writer used K-R 20 formula as follow:

$$r_{ii} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum V_t}{V_t} \right)$$

Where:

$r_{ii}$  = Reliability of instrument

$k$  = Total of question

$V_t$  = Variance total (Standard deviation<sup>2</sup>)

The data can be seen at Appendix 5

Based on the data, the writer got;

$K$  = 20

$x$  = 315

$V_t$  or  $pq$  = 4.80

$N$  = 30

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<sup>51</sup> Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.2006.p. 180

$$SD = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{315^2}{30}} = \sqrt{\frac{99225}{30}} = \sqrt{3307.5} = 57.51$$

$$r_{ii} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \frac{\sum V_t^2}{N}}{V_t} \right)$$

$$r_{ii} = \left( \frac{20}{20-1} \right) \left( \frac{57.51^2 - \frac{4.80}{20}}{57.51^2} \right)$$

$$r_{ii} = \left( \frac{20}{19} \right) \left( \frac{3307.40 - 4.80}{3307.40} \right)$$

$$r_{ii} = 1.05 \times 0.99$$

$$r_{ii} = 1.034$$

Knowing the reliability of the test,  $r_{ii}$  must be compared with  $r_t$  product-moment.  $r_{ii}$  must be higher than  $r_t$ , on the other hand  $r_{ii} > r_t$ . While, on the statistical above, the score of reliability of the test is 1.034. Then,  $r_t$  at 5% grade of significance is 0.361. While in the level of significance 1% is 0.463. So, it can be analyzed that  $r_{ii}$  higher than  $r_t$ . On the other hand, the instrument test is reliable.

## G. The Technique of Data Analysis

In order to know the significant effect of using Reading for Meaning Strategy toward students' reading comprehension, the writer used scores of pre-test and post-test. The data was analyzed by using regression formula through using SPSS 16 version.

The  $F_{\text{calculated}}$  is obtained by considering variable of  $df$  as follows:

$$df = N - \text{independent variable} - 1$$

N = Number of cases level chosen in analyzing the score  $F_{\text{calculated}}$  through using

SPSS 16 version is 5% or 0.05.

Statistically the hypotheses are:

$$H_a = F_{\text{calculated}} > F_{0.05}$$

$$H_o = F_{\text{calculated}} < F_{0.05}$$

$H_a$  is accepted if  $F_{\text{calculated}} > F_{0.05}$  or there is significant effect of using Reading for Meaning strategy toward reading comprehension of the second year students at State Senior High School 1 Salo Kampar Regency.

$H_o$  is accepted if  $F_{\text{calculated}} < F_{0.05}$  or there is no significant effect of using Reading for Meaning strategy toward reading comprehension of the second year students at State Senior High School 1 Salo Kampar Regency.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research was to obtain the students' reading comprehensions taught by using Reading for Meaning Strategy and without using Reading for Meaning Strategy, and to know the significant effect between the students' reading comprehension who were taught by using Reading for Meaning Strategy. The data were obtained from students' post-test scores of experimental and control class.

Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not. The students answer some questions based on the text given. The text was narrative text. The result found in the try out was 1.034. It means that the test is highly reliable. Then, the writer gave pre test and post test to XI IPS 1 and XI IPS 2. The mean found in the pre-test of XI IPS 1 was 52.34 and XI IPS 1 was 52.18.

After giving treatments to experimental class, the writer used the same format of questions but in different text of narrative to test students' reading comprehension for post-test of experimental class. While for control class taught without using treatments, the writer used the same format of questions and different text of narrative for their post-test also. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to identify main idea
2. Students are able to find out specific information of reading text.

3. Students are able to locate the meaning of vocabulary in context.
4. Students are able to make inference from the reading text
5. Students are able to find out factual information.

The total of post-test in both classes was significantly different. The total score of the experimental class was 2115, while the highest score was 85 and the lowest was 45. The total score of control group was 1745 while the highest was 65, and the lowest was 40.

## **B. The Data Presentation**

The data of this research were gotten from the score of students' pre test and post-test. All of data were collected through the following procedures:

1. In both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The writer, along with the observer gave score of the students' reading comprehension that was collected from their score of pre-test and post-test.

Knowing the reliability of the test,  $r_{ii}$  must be compared with  $r_t$  product-moment.  $r_{ii}$  must be higher than  $r_t$ , on the other hand  $r_{ii} > r_t$ . While, on the statistical above, the score of reliability of the test is 1.034. Then,  $r_t$  at 5% grade of significance is 0.361. While in the level of significance 1% is 0.463. So, it can be analyzed that  $r_{ii}$  higher than  $r_t$ . On the other hand, the instrument test is reliable.

**a) The Data Presentation of Reading Comprehension**

**1. Students' Reading Comprehension Taught by Using Reading for Meaning Strategy.**

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of experimental Class, the lowest score was 30 and the highest score was 70. These data were obtained from the research by using software SPSS 16. The data description of pre-test of reading comprehension in experimental class is as follows:

**Table IV.1**  
**The Frequency Distribution of Reading Comprehension**  
**Test in Experimental Class**

		Pre-exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.1	3.1	3.1
	35	1	3.1	3.1	6.2
	40	2	6.2	6.2	12.5
	45	7	21.9	21.9	34.4
	50	5	15.6	15.6	50.0
	55	5	15.6	15.6	65.6
	60	7	21.9	21.9	87.5
	65	2	6.2	6.2	93.8
	70	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

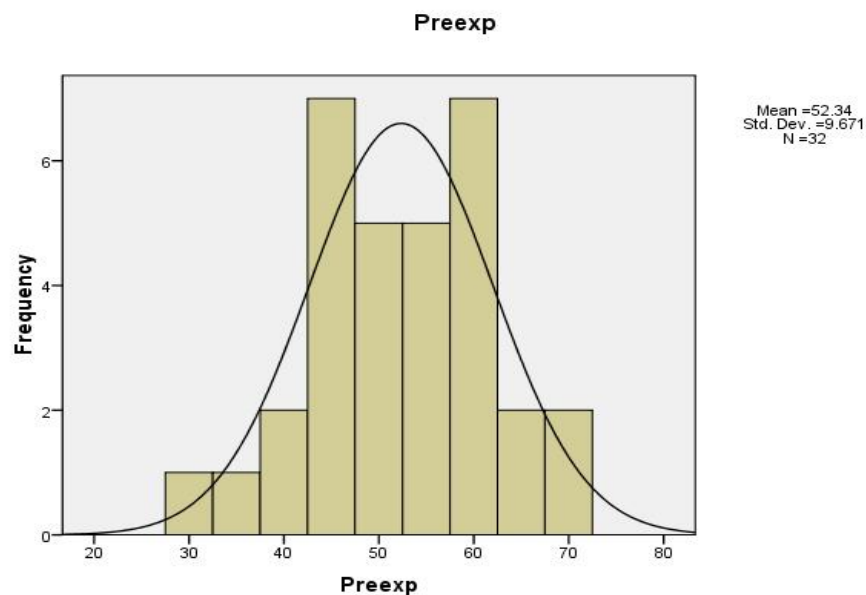
Based on the table IV.7, it can be seen that there are 32 respondents. In interval 30, the frequency is 1 student (3.1%), the frequency of interval 35 is 1 student (3.1%), the frequency of interval 40 is 2 students (6.2%), the frequency of interval 45 is 7 students (21.9%), the frequency of 50 is 5 students (15.6.4%), the frequency of interval 55 is 5 students (15.6%), the



frequency of 60 is 7 students (21.9%), the frequency of 65 is 2 students (6.2%), and the frequency of 70 is 2 students (6.2%).

To know more the post – test (Experimental class) result given to the 32 respondents at second year of State Senior High School 1 Salo Kampar Regency, the writer explains it in the following histogram:

**Histogram IV.1**



There were 20 items of reading comprehension test given to the respondents in this research. From this test, the lowest score was 45 and the highest score was 85. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in experimental class is as follows:

**Table IV.2**

**The Frequency Distribution of Reading Comprehension**

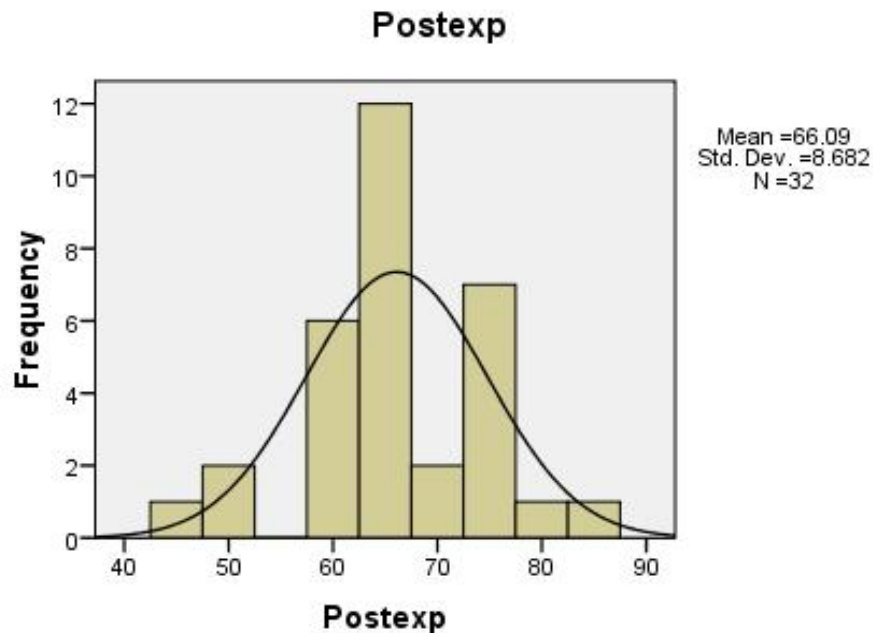
**Test in Experimental Class**

		Postexp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	50	2	6.2	6.2	9.4
	60	6	18.8	18.8	28.1
	65	12	37.5	37.5	65.6
	70	2	6.2	6.2	71.9
	75	7	21.9	21.9	93.8
	80	1	3.1	3.1	96.9
	85	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the table IV.8, it can be seen that there are 32 respondents. In interval 45, the frequency is 1 student (3.1%), the frequency of interval 50 is 2 student (6.2%), the frequency of interval 60 is 6 students (18.8%), the frequency of interval 65 is 12 students (37.5%), the frequency of 70 is 2 students (6.2%), the frequency of interval 75 is 7 students (21.9%), the frequency of 80 is 1 student (3.1%), and the frequency of 85 is 1 student (3.1%).

To know more the use of Reading for Meaning Strategy (Experimental class) result given to the 32 respondents at second year of State Senior High School 1 Salo Kampar Regency, the writer explains it in the following histogram:

**Histogram IV.2**



Besides, the mean and standard deviation are also needed in analyzing data which was gotten from the score of pre-test and post-test in experimental class. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and the standard deviation of pre-test and post-test in experimental class can be seen in the following table:

**Table IV.3**

**The mean and Standard deviation of pre and post test in Experimental Class**

	Mean	Std. Deviation
Pre-Test	52.34	9.67
Post-Test	66.09	8.68

From the table above, the mean of the pre-test in experiment class is 52,34 and the mean of the post-test in experiment class is 66,09. The standard deviation of the pre-test in experiment class is 9.67 and the standard deviation of the post test in experiment class is 8.68.

## **2. Students' Reading Comprehension Taught by Using Conventional Strategy.**

There were 20 items of reading comprehension test given to the respondents in this research. From this test, the lowest score was 35 and the highest score was 70. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows:

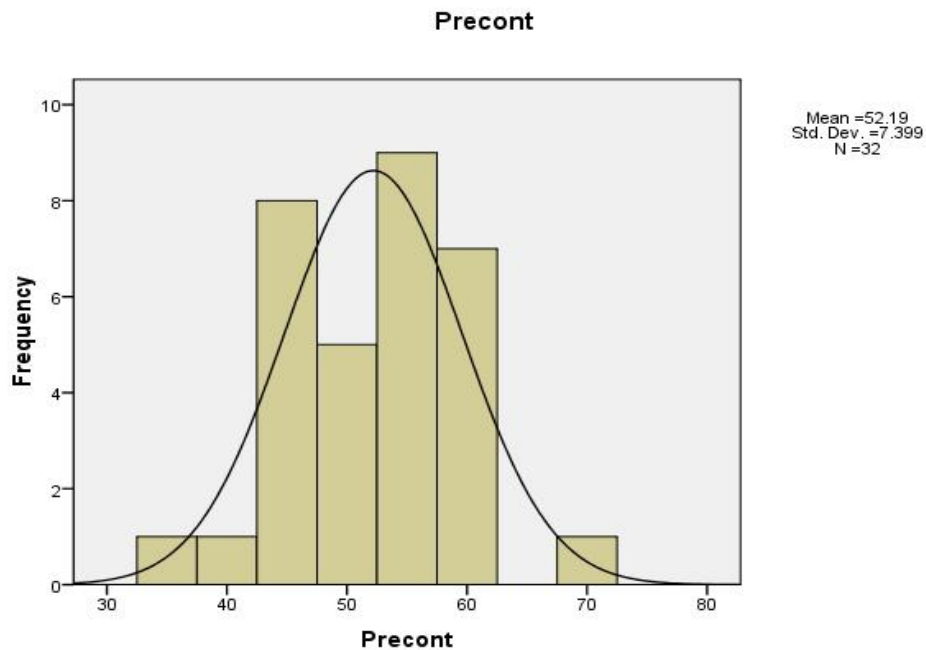
**Table IV.4**  
**The Frequency Distribution of Reading Comprehension**  
**Test in Control Class**

		Precont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.1	3.1	3.1
	40	1	3.1	3.1	6.2
	45	8	25.0	25.0	31.2
	50	5	15.6	15.6	46.9
	55	9	28.1	28.1	75.0
	60	7	21.9	21.9	96.9
	70	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on the table IV.10, it can be seen that there are 32 respondents. In interval 35, the frequency is 1 students (3.1%), the frequency of interval 40 is 1 students (3.1%), the frequency of interval 45 is 8 students (25.0%), the frequency of interval 50 is 5 students (16.6%), the frequency of 55 is 9 students (28.1%), the frequency of interval 60 is 7 students (21.9%), and the frequency of 70 is 1 student (3.1%).

To know more the pre-test (Control class) result given to the 32 respondents at second year of State Senior High School 1 Salo Kampar Regency, the writer explains it in the following histogram:

**Histogram IV.3**



There were 20 items of reading comprehension test given to the respondents in this research. From this test, the lowest score was 40 and the highest score was 65. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows:

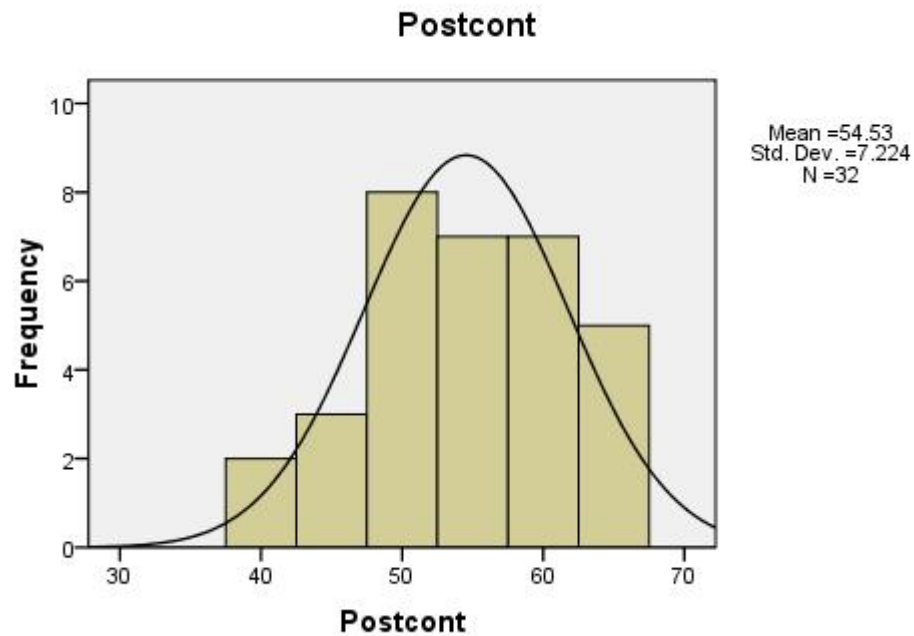
**Table IV.5**  
**The Frequency Distribution of Reading Comprehension**  
**Test in Control Class**

		Postcont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.2	6.2	6.2
	45	3	9.4	9.4	15.6
	50	8	25.0	25.0	40.6
	55	7	21.9	21.9	62.5
	60	7	21.9	21.9	84.4
	65	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Based on the table IV.11, it can be seen that there are 32 respondents. In interval 40, the frequency is 2 students (6.2%), the frequency of interval 45 is 3 students (9.4%), the frequency of interval 50 is 8 students (25.0%), the frequency of interval 55 is 7 students (21.9%), the frequency of 60 is 7 students (21.9%), and the frequency of interval 65 is 5 students (15.6%).

To know more the post test (Control class) result given to the 32 respondents at second year of State Senior High School 1 Salo Kampar Regency, the writer explains it in the following histogram:

#### Histogram IV.4



Besides, the mean and standard deviation are also needed in analyzing data which was gotten from the score of pre-test and post-test in control class. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and the standard deviation of post test in experimental class can be seen in the following table:

**Table IV.6**

**The mean and standard deviation of pre-test and post-test in Control Class**

	Mean	Std. Deviation
Pre-test	52.19	7.39
Post-Test	54.53	7.22

From the table above, the mean of the pre-test in control class is 52.19 and the mean of the post-test in control class is 54.53. The standard deviation of the pre-test in control class is 7.39 and the standard deviation of the post-test in control class is 7.22.

### 3. The Homogeneity of the Test

**Table IV.7**

**The Standard deviation of pre-test in experiment and control class**

	Standard Deviation
Pre-test of Experiment	9.67
Pre-test of Control	7.39

$$F_o = \frac{Sb^2}{Su^2} = \frac{9.67^2}{7.39^2} = \frac{93.56}{54.61} = 1.71$$

Based on the statistical above, it can be seen that F obtained is 1.71. Then, determining the homogeneity of the test,  $F_t < F_o$ . F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (32 + 32) - 2 \\ &= 62 \end{aligned}$$

The degree of freedom is 62, See appendix to know the degree of significant 1% and 5%. The degree of significant 1% is 2.65 and the degree of significant 5% is 2.00. So, it can be analyzed that  $2.00 > 1.71 < 2.65$ . On the other hand  $F_t < F_o$ . In conclusion, the test is homogeny.



## **C. The Data Analysis**

### **1. The Data Analysis of Reading Comprehension**

To know how the students' reading comprehension who are taught by using Reading for Meaning Strategy is and taught by using conventional strategy, the writer only took the post-test score each class, because the post test was given after treatment.

**Table IV.8**

#### **Mean and Median of Post-Test in Experimental Class and Control Class**

	<b>Mean</b>	<b>Median</b>
<b>Experimental Class (Post-test)</b>	66.09	65.00
<b>Control Class (Post-test)</b>	54.53	55.00

From the table above, the mean of post-experiment is (66,09) and the mean of post-control is (54.53). To make it clear the following table will describe the students' reading classification score whether taught by using Reading for Meaning Strategy or Conventional Strategy. It will describe the students' reading comprehension.

**Table IV.9**  
**The Classification of Students' Score<sup>1</sup>**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post-experiment is (66.09) it means the students' reading comprehension who are taught by using Reading for Meaning Strategy is categorized into Good level. While for the mean of post-control is (54.53) it means that the students' reading comprehension who are taught by using conventional strategy is categorized into level Less level.

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<sup>53</sup>.Suharsimi Arikunto.2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p. 245

**2. Data Analysis of the Effect of Reading for Meaning Strategy toward Students' Reading Comprehension.**

**Table IV.10**  
**Students' Reading Comprehension Score**

No	Student	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	60	65	50	50
2	Student 2	45	75	45	50
3	Student 3	35	60	50	50
4	Student 4	30	45	55	60
5	Student 5	55	60	55	50
6	Student 6	60	80	45	50
7	Student 7	40	65	55	60
8	Student 8	45	65	70	65
9	Student 9	60	50	60	60
10	Student 10	70	65	55	45
11	Student 11	70	75	45	50
12	Student 12	65	60	35	60
13	Student 13	60	65	45	50
14	Student 14	55	70	55	55
15	Student 15	60	75	45	40
16	Student 16	45	65	55	55
17	Student 17	50	65	55	55
18	Student 18	50	50	60	60
19	Student 19	50	85	60	65
20	Student 20	40	60	60	65
21	Student 21	65	75	40	45
22	Student 22	50	60	55	50
23	Student 23	45	65	45	55
24	Student 24	45	60	55	55
25	Student 25	50	75	60	65
26	Student 26	45	65	50	55
27	Student 27	60	65	45	45
28	Student 28	55	75	60	65
29	Student 29	45	70	45	40
30	Student 30	60	65	60	60
31	Student 31	55	75	50	60
32	Student 32	55	65	50	55
Total		= 1675	= 2115	= 1670	= 1745
Mean		52.34	66.09	52.18	54.53

From the calculation above, it is clear that the students' reading comprehension in experimental class is higher than students' reading comprehension in control class. It is shown by the the mean score of post-test in experimental class higher than the mean score of post-test in control class. The calculation is  $66.09 > 54.53$ .

To analyze the data, the writer used regresion formula by using software SPSS 16.

**Table IV.11**

**Descriptive Statistic**

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
<b>Post-Exp</b>	66.09	8.68	32
<b>Post-Cont</b>	54.53	7.22	32

Based on the table above, it can be seen that the total students' from each class, the experimental class consisted of 32 students and while for the control class consisted of 32 students too. The mean of Experimental class improvement was 66.09, and the mean of control class improvement was 54.53. Standard deviation for experimental class was 8.68, while standard deviation for control calss was 7.22.

**Table IV.12**

**Correlations**

		POST_EXP	POST_CONT
Pearson Correlation	Post-exp	1	0.616
	Post-cont	0.616	1
Sig. (1-tailed)	Post-exp	0.000	0.000
	Post-cont	0.000	0.000
N	Post-exp	32	32
	Post-cont	32	32

From the table above, the correlation between post-experiment and post- control is 0.616. According to Hartono, the strenght of relationship for coeffisient or  $r = 0.0616$  is moderate relationship<sup>2</sup>

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<sup>2</sup> Hartono. 2008. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. p. 87

**Table IV.13**

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	POST_EXP <sup>a</sup>	0.	Enter

a. All requested variables entered.

b. Dependent Variable: Post-Cont

**Table IV.14**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.380	0.616	0.359	8.07144

R Square = 0.616 indicates the amount of relationship between Post-Experiment and Post-Control is about 61.6%.

**Table IV.14**

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1195.522	1	1195.522	18.351	0.001
	Residual	1954.447	30	65.148		
	Total	3149.969	31			

From the table above, it can be seen that  $F_{\text{calculated}} = 18.351 > F_{0.05,1,60} = 4.00$

and  $\alpha = 0.05 > \text{Sig. } 0.001$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

In other word, there is significant effect of reading comprehension which is taught by

using Reading for Meaning Strategy of the second year students at State Senior High

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the researcher concludes that the answers of the formulation of the problems as follows:

1. The students' reading comprehension who are taught by using Reading for Meaning Strategy at the second year students of State Senior High School 1 Salo Kampar Regency is categorized as Good (66.09)
2. The students' reading comprehension who are taught by using Conventional Strategy at the second year students of State Senior High School 1 Salo Kampar Regency is categorized as Less (52.50)
3. From the research finding, from analysis of regression formula. It can be seen that that  $F_{\text{calculated}} = 18.351 > F_{0.05,1,60} = 4.00$  and  $p = 0.05 > \text{Sig. } 0.001$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

It shows that, there is significant effect of students' reading comprehension which is taught by using Reading for Meaning Strategy of the second year students at State Senior High School 1 Salo Kampar Regency.



## **B. Suggestion**

Based on the conclusion of the research above, it is known that using the Reading for Meaning strategy in teaching reading can effect students' reading comprehension. So that, the Reading for Meaning Strategy is one choises by English teacher in order to imporove students' reading comprehension.

After concluding a research at Strate Senior High School 1 Salo Kampar Regency, the writer would like to propose some suggestion to make teaching and learning process at this school getting better than before especially in teaching reading. This suggestions as follows:

1. The Writer suggests the teacher of English subject to use the Reading for Maning Strategy in teaching process because it can improve studenst' reading comprehension.
2. The Writer suggest the teacher of English subject to use the Reading for Meaning Strategy in teaching process because it can make students are active in making a reason and sharing their opinion in discussion about a reading text.

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